DOCUMENT RESUME

ED 320 431 FL 018 593

AUTHOR	Cowan, Cheryl; And Others
TITLE	Situations Two.
INSTITUTION	Colorado State Dept. of Education, Denver.
PUB DATE	88
NOTE	26p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Classroom Techniques; *Curriculum Development; Daily Living Skills; Instructional Materials; *Process Education; Secondary Education; Second Language Instruction; *Second Language Learning

ABSTRACT

This guide presents a set of instructional materials that facilitate process learning of second languages. The guide consists of introductory information, and a series of situations to be used as classroom language use exercises. These situations allow the student to use the language being studied while learning it. The situation topics include leisure time, daily activities, food, possessions, places, and descriptions. In the classroom, students are generally paired, and one student is asked to respond to a specific situation, addressing the other student. Variations on that procedure are also suggested. The exercises are intended to be graded based on practice, effort, and creativity. The situations are designed to facilitate oral work but can be used to stimulate written work as well. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED320431

FL

SITUATIONS TWO

1988

Colorado Department of Education
William T. Randall, Commissioner

cde

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Bassett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL018593

BEST COPY AVAILABLE

SITUATIONS TWO

Mary E. Apodaca, Second Language Consultant

Curriculum and Instruction Unit, 303-866-6760
Boyd Dressler, Director

Office of Federal Relations and Instructional Services
Arvin Blome, Assistant Commissioner

Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203

William T. Randall, Commissioner

1988

Colorado State Board of Education

Dr. Tom Howerton, Chairman.....Colorado Springs

Fifth Congressional District

Dr. Richard Kraft, Vice Chairman.....Boulder

Second Congressional District

Sybil S. Downing.....Boulder

Member at Large

Gladys Eddy.....Fort Collins

Fourth Congressional District

Warren E. "Gil" Gilbertson.....Steamboat Springs

Third Congressional District

Patricia M. Hayes.....Englewood

Sixth Congressional District

Art Pansing.....Denver

First Congressional District

Foreword

The Colorado Task Force on Foreign Language, set up by the State Board of Education, made several recommendations. These recommendations are being carried out by the Second Language Consultant in the Curriculum and Instruction Unit of the Office of Federal Relations and Instructional Services, Arvin Blome, Assistant Commissioner.

These materials are part of this effort. They were written by classroom teachers from Colorado Springs School District 11 and the Cherry Creek School District. Special thanks is given to Phyllis Hurley, Supervisor of Foreign Languages, School District 11.

Authors

Cheryl Cowan
Christa Mahoney
Thilde Schaberg
Mary Van horn
Ann Whiskeyman

These materials are part of a statewide effort to pull teachers together, to work towards better articulation both horizontally and vertically, and to facilitate language acquisition for our students.

Statement of Purpose

These curriculum materials will assist second language teachers in adapting their texts, curriculum, and classroom procedures to a process-learning approach.

Introduction

Process learning

These materials facilitate process learning. Students use the language while they are learning it. Use the same format for practice as you use for tests; credit is given for practicing, for effort, and for creativity. Accuracy is required, but there is no one right answer. These materials facilitate oral work–both active and receptive–but are a stimulus for written work as well.

Use

Situations are arranged by content. Make lots of copies; cut and paste to tailor them to the scope and sequence of your course or to alter each one in order to use it many ways. *Situations Two* were originally written to accompany second-level high school texts; however, first-level students can use them as well. Because they were written for certain chapters, certain vocabulary and structures, and then rearranged, the situations present a new possibility for organizing your course or for organizing review. They are to be responded to extemporaneously; the student uses knowledge he has previously acquired. You may want to allow students to use their books at first.
To begin: Model a possible response to a situation; form pairs of students; give each pair one situation. The students stand up to work. They help each other respond to the same practice situation. Both learn the 'you' part.[1] When one student of a pair is ready, they sit down. The teacher walks around the room to listen to the presentations of those sitting. Once one member of the pair has recited his part, he teaches it to the other person. (It may take more than one day to listen to everyone.)

Variations

- Teacher reads response to a situation, students give a possible situation in English.[2]
- Teacher writes a response; students give possible situation in English.
- Teacher gives partial response to a situation; students complete.
- Each pair of students is given two situations.
- Each student is given a different situation, works independently.
- A situation is written on the board each day as students enter. Several students are called on, or teacher circulates as work begins, and/or students all write responses.
- Several situations are written on the board. Sometime during class, the teacher circulates to listen to individuals, or students may write their responses.
- Each unit test contains an oral situation component. Students are called to teacher station during the the test to see and study a situation for [one minute] and respond.
- Each unit test and the final exam contain situations in various formats.

Introduction

Assessment

You must grade these activities if you expect students to consider them an important part of your curriculum. Use them as oral and written exercises. These are meant to mirror real life; in real life we don't always speak in front of a group; allow for some one-to-one. Start out easy; tighten your requirements as students become accustomed to this type of test. At first any honest attempt, no matter how flawed, is awarded a *C*. A grade of *B* includes one or two serious errors, i. e., an error that interferes with comprehension. An *A* contains no serious errors, which is not to say that it is perfect.

Teacher flexibility

Reward the student for using strategies to avoid linguistic breakdown, e. g., circumlocution, avoidance of certain parts of the situation, self-correction, appropriate gestures, etc. We give lots of suggestions in each situation in order to allow the student this flexibility. If you cut the flexibility down too much, it becomes a translation test.

Content areas

1. Leisure time
2. Daily
3. Food
4. Possessions
5. Places
6. Description

Other publications

Situations One and other curriculum materials written by classroom teachers are being prepared. We have also published these same situations organized to correspond with second-level French and Spanish texts in *Curriculum Resources 88*. *Curriculum Resources 88* is a collection of proficiency-based materials. A mini oral proficiency exam and a writing sample, both geared to identify possible intermediates in beginnin classes, are currently being field-tested. Please use the mailer included in the document to let us know your reactions and suggestions, and to order other materials.

---

[1] The situations have been written for one student, although they usually involve more than one person.
[2] Composing a situation is very different from responding to it; they will need preparation.

Use this mailer to write to CDE.

Mary Apodaca, Second Language Consultant
Colorado Department of Education
Curriculum and Instruction Unit
201 East Colfax Avenue, Room 402
Denver, CO 80203

use this form to write to cde

SITUATIONS TWO

Leisure activities

1 The day's sports program is being set up. You're the counselor. Say where people are to go, in what activity they are to participate, and when activities are to take place.

1 At school on Tuesday, you and a friend are comparing what you did last Sunday. One of you did not do much and the other did wonderful things.

1 Monday morning while waiting for the teacher to unlock the classroom door, some friends are telling you about their weekend activities. You were sick this weekend, but you had done everything they mentioned the weekend before: seen a fish, taken a mountain drive, fished, climbed rocks, picked flowers....

1 Say who runs and when: in the morning, evening, at night, on the weekend, before school or after school.

1 The coach is talking to your team and telling them what they have to do to win the game.

1 The weather will be great this weekend. You and your friends are talking at lunch about what you could do outdoors. Talk about what you love to do and what you hate to do.

1 This weekend's forecast is for snow. Discuss some indoor activities that do or do not interest you: cooking, painting, reading, making pottery, stamp/coin collecting.

1 Watching little children in the park, you compare leisure time activities with a friend. You tell about all the places in the United States that you used to go after school and on weekends.

1 While watching the social studies teacher's slides, you are reminded of last summer's family vacation. Ask your friend whether his family had experiences similar to yours, when they went, where they went, who drove, whether they had an accident....

1 You and a friend are on a bus heading for the beach. Ask what his/her last time at the beach was like. Include: time, date, weather, location, and activities.

1 You and a friend are talking on the telephone on a Saturday morning. Find out what s/he did on his/her date Friday night: when and where they had dinner, how much money they spent, what movie they saw.

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description

SITUATIONS TWO

1 You and the coach are talking about sports. Discuss which seem easy or difficult to you. Include soccer, football, volleyball,swimming, skating, mountain climbing, horseback riding.

1 You and your Argentine family are looking at the entertainment section of a newspaper. There are plays, sporting events, movies, restaurants, concerts, and museums. Talk about your family at home, how they all have fun when they do different things.

1 You and your friends just cannot agree about what you want to do this afternoon: play tennis, play basketball, go to the movies, go to the store, listen to radio/tapes. "I want to..."

1 You and your host family are reviewing the family schedule. Discuss when each one leaves the house to go to work, to shop, to school, to the park, out to dinner....

1 You are at a party and have just met a very good-looking person of the opposite sex. Find out what s/he likes to read in magazines: comics, horoscope, sports page, world or local events, fashion.

1 You are at a party and have just met a very good-looking person of the opposite sex. Find out which books and magazines s/he has read lately.

1 You are at summer camp talking to a counselor about your plans. Identify the activities you are going to participate in: cooking, playing the piano, going for walks, going on excursions; say whether or not you are going to make progress.

1 You are coming home from a party and it's very late. Compare with your friends what your mothers do and don't allow you to do. Use verbs like prefer, wish, accept.

1 You are in speech class. The assignment is to talk about your childhood. Tell about things you used to do: where did you live? What kind of student were you? What did you enjoy doing?

1 You are planning a trip to Mazatlan. You will probably spend most of your time at the beach. Discuss the things you would like to do, what you know how to do, and what you do not know how to do.

1 You are taking the trip of your dreams this summer. Tell your friends where you would go, what you would visit, what you would see, what you would be able to do, what languages you would speak.

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description

SITUATIONS TWO

1 You are the most outstanding student in your school, and are being interviewed for your school paper: how long you have been studying a second language, playing certain sports, playing a musical instrument, living in your town, attending this school. Think aloud about what you will say.

1 You are with your host family. Tell them about yourself: what you do at school, at home, and what your favorite pastimes are: visiting friends, studying, speaking, listening, working, watching TV, cooking, resting, listening to music, skiing, dancing, swimming, singing, taking pictures.

1 You do not know the good looking person in the seat next to yours. Find out some things about him/her, this class and teacher. Include questions about what s/he does at school, at home, what his/her favorite pastimes are: visiting with friends, studying, speaking, listening, working, watching TV, cooking, resting, listening to music, skiing, dancing, swimming, singing, taking pictures.

1 You have just met a new friend; school has not started yet. At your locker, talk about what you like and don't like to do: what you like to do you do well and often; what you don't like to do, you never do.

1 Your friends are jealous because your parents took you to California last week while they were in school. Tell them what you were doing at various times of the school day.

1 Your physical education teacher is allowing your class to decide which games to play. Relate which sports you have played, did or did not enjoy....

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description

SITUATIONS TWO

Daily activities

2 A journalist is going to interview you. He will want to know how long you have lived in this town, how long you have been studying a second language, how long you have been going to this school, how long you have been practicing your favorite sport. Think aloud how you are going to answer these questions.

2 At 10:15 p.m. the lights go out at your host family's home. Relate what each person was doing at the time.

2 At dinner with your host family, reply to their questions about who and what you are going to visit this week.

2 Describe your morning routine to your host family. Tell them who does the following: turns on the radio, sets the table, gets dressed first, promises to make dinner.

2 It is Saturday morning and you are on the telephone with a friend. Find out what happened at the party last night.

2 It is the last day of school. Tell your friends what you will do during the summer. Ask your friends, too. Will s/he work? travel? buy things? gain or lose weight?

2 No one was listening to the teacher. Tell what each person was doing.

2 On the last day of school, you and your friends are discussing what everybody is going to do during vacation: what you are happy, unhappy, surprised, astonished, afraid, sorry about.

2 Talk to a friend about your schedule: classes, practice, parties, concerts.

2 Tell about one of your classes yesterday: what you did not want to do, what you did not understand, what you had to do, what you could not do.

2 Tell your host family what you usually did in the summer and how you broke the routine once. Example: I usually had lunch at home but once I had lunch at a restaurant.

2 The president is going to have an elegant party. You, the caterer, are talking to the person who is arranging all the details of the party.

2 There is a conference between the dean, your parents and you because you've been accused of ditching class for the last few days and the office called home and told your parents.

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description

SITUATIONS TWO

2 Walking home from school, you and your friend learn that you both had a horrible day. You try to top each other's stories relating what went wrong.

2 While driving around town, you are discussing that you are a good student and your brother/sister is not. Talk about the things you do and the things he/she does not do.

2 While driving around, you and a friend are giving a foreign friend advice about traveling in the United States. Tell him what it is pleasant to do, boring, polite/impolite, dangerous.

2 Yesterday you skipped school and went to a park Try to think of good excuses as to why you could not attend class. Did you have something else to do? Did you have an accident?

2 You and a friend are talking over the weekend just before final week. Say what you are happy/unhappy doing, upset at doing, and tired of doing.

2 You and a friend have just been to a science fiction movie. Ask your friend if he/she believes in ghosts, UFO"s, the supernatural, luck, etc.

2 You are learning to drive and you are talking about accidents that people you know have had.

2 You and your exchange student are talking about what you do at school: you go there, you have lunch there, you study, learn, talk to friends, etc.

2 You are a movie star doing a commercial for a brand of soap, shampoo, and toothpaste. Tell which products you use and what you use them for.

2 You are a real pessimist today. Tell your friend that you do not travel anymore, that you do not go to the movies, that you do not study anymore, talk to people, etc.

2 You are a reporter interviewing a famous musician. Ask him/her how long he's been living in this country, how long he has been married, how long he has played this instrument, how long he has spoken English.

2 You are applying for a job as day camp counselor. Relate the things you have done which would help you get the job: cared for children, ridden horses, worked in a hospital, sailed a boat, water-skied, written stories....

2 You are at a friend's house and you are bored. Look out the window and say what your neighbors just did: departed, arrived, went in, fell down.

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description

SITUATIONS TWO

2 You are at an outdoor cafe. You want to write some postcards but you don't have a pen. Start talking with your tablemate asking him/her if s/he has a pen, how many letters or postcards s/he has written, and what s/he has written (letters, cards) and to whom.

2 You are at soccer camp. Compare your life with your roommate's. Ask where s/he lives, attends school, if s/he studies much, has many pets, plays sports....

2 You are at the student council meeting. Discuss the various complaints.

2 You are awakened by a crash in the kitchen. You come downstairs and find your little sister on the floor by the kitchen table. Find out how she fell.

2 You are checking to be certain that you have written a postcard to everybody. As you drop the cards into the mailbox, say to whom each one is addressed. Example: I'm sending a card to Grandma.

2 You are getting ready for school and talking out loud to yourself as well as talking to your mom. You can't find your books and other stuff; you're meeting your friends at seven; you forgot to do your homework; you are picking Philippe up at his house at 6:45; ask your mom to help you.

2 You are in the mall and see a friend. S/he looks really upset. Find out what happened.

2 You are interviewing an exchange student who is visiting your class. Ask him/her at least three questions about his/her experiences in this country: has s/he gained weight, eaten at MacDonald's, how much money s/he has spent.

2 You are late to class and are explaining what you did to get ready that morning.

2 You are leaving for college and your mom tells you what to do: call us every week; write us letters; tell us your news; invite us to visit; talk to us about your problems. Say the things your mom would say.

2 You are leaving for college. Tell your mom what to do while you are gone: write me lots of letters; buy me candy; give me lots of money; telephone me often.

2 You are leaving on a trip and telling your friends what you will do: you will call them, write them, tell them what you are doing, answer them if they write.

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description

SITUATIONS TWO

2 You are on the telephone with a friend. The connection is bad. Ask what s/he did, bought, ate, saw.

2 You are planning your party. Think aloud about when you will send the invitations, what you will have to do to get ready, who will come, what people will want to do, and which movie you will see.

2 You are reading the National Inquirer and expressing your reactions to what you have just read. Tell what you doubt, do not believe, are or are not sure of.

2 You are riding the subway during the rush hour. Describe what people are doing all around you: resting, taking a ride, stopping, hurrying, apologizing, remembering where they are going.

2 You are talking on the telephone late at night telling your friend how misunderstood.you are Say who in your family listens to you and who does not.

2 You are talking to a friend about your pen pal and his/her family. You mention when you write to them, when you visit them, how often you telephone them, when you answer them by letter. Use pronouns.

2 You are telling your baby sister what you did when you were three years old.

2 You are the dentist. Ask your patient how many times he brushes his teeth daily, whether he has time to brush after every meal, and at what time he wants his next appointment.

2 You are the teacher. You are trying to start class. Tell your students to get ready for class, to sit down, where to sit, and to be quiet.

2 You are thinking about a postcard that you are going to write. Tell three things you did. Use had, been, done, driven, put.

2 You are walking downtown with a friend and suddenly see two people fleeing from a bank and getting into a car; the car crashes. A reporter walks up; tell him/her what you saw.

2 You are writing in your diary about how your friends treat you. Think aloud. Do they talk to you? help you? criticize you? write to you? wait for you? pick you up at your house? understand you?

2 You are writing in your diary late at night. Think aloud about the events of the day.

2 You came home past family curfew last night; have a talk with your parents.

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description

SITUATIONS TWO

2 You had a busy day yesterday. Where were you at two o'clock when you should have been home? Tell all the places you went; include times.

2 You had to stand in line for concert tickets. When you started at 4 a.m. you were way back in line. Compare with some friends who went on another day how fast the line moved. Mention times of the day.

2 You have been called to the principal's office. S/he's going to ask you lots of questions about the dance tonight. Think out loud about what you are going to say.

2 You have been jogging in the park. You and your friend have been discussing what you do. Use words like generally, normally, really, and frankly.

2 You have just bought a lottery ticket and are deciding what you will do if you win. When you are a millionaire, what will you do, have, be, and where will you go.

2 You have just sent off your Publishers Clearing House entry. You and your friends are telling each other what you would do if you won.

2 You have moved often because your mom/dad is in the military, but your friend mentions that he/she has always lived in one place. Standing in line at the movies, tell your friend all the places you have lived, schools you have attended, and whether you had many friends.

2 You run into a friend and tell him/her about an accident you saw. Three children were walking downtown with their mom. She was in a hurry; they were not. They stopped to look at things. She stopped one chid as he ran in front of a car. They ran, stumbled, stopped, and finally got on a bus.

2 You saw an accident during the blizzard. Explain to the police what happened and why. For example: The car skidded because it was snowing.

2 You were in a cafe with some friends when someone came in and robbed the cafe. Tell the police what happened.

2 You've just started a new job and you're having a talk with your boss about your responsibilities.

2 Your alarm clock has just gone off. Talk to yourself as you drag yourself out of bed: wake up, stay in bed, get up, take off the pajamas, walk to the bathroom.

2 Your best friend telephones you to tell you that s/he just received his/her driver's license. The first time out did not go well. Ask him/ her

what happened, where s/he went, whether s/he stopped for other cars, or hit anything.

2 Your brother is standing outside the bathroom door. Give him a progress report as you wash up, brush your teeth, comb your hair, shave or make up, etc.

2 Your dad wants you to check the tires, clean the windshield, change the oil, and fill the tank. Tell him that you did all of those things yesterday.

2 Your friend failed a class; advise him/her.

2 Your friend is coming to spend the night. Tell him/her what your family does in various rooms of the house.

2 Your friend is going to drop out of school to go to work. Advise him/her.

2 Your host family will want to know whether you are going to write or phone your family: if you are going to phone, if you obey them, if you ask them for money, if you introduce your friends to them, if you show them your grades. Think of your answers to possible questions.

2 Your mom is going to ask you about the chores she told you to do. Tell her you just did them. Mention tasks like fixing lunch, making the bed, setting the table, finishing your homework.

2 Your parents are asking you what you did last night while they were at the movies. Of course, you didn't do anything. Tell them you didn't speak to anyone, didn't read anything, didn't listen to anything, didn't watch anything.

2 Your parents went away for the weekend and upon arriving home they find the house in ruins. They speak with you about the next time they go away.

2 Your room is very dirty. Your parents talk to you about it.

2 Your students must do the following: tell them you want them to choose difficult books, answer all the questions, study on weekends, get to class on time.

Food

3 As you shop with your host mother, tell her what you do and don't like and whether your family eats it at home. .

3 Talking about food as you ponder a menu in a foreign restaurant, tell your date about which foods you have eaten once, eaten many times before, not eaten at all.

3 Tell your doctor how much you eat of the following foods so that she/he can determine if you are healthy: celery, tomatoes, eggs, mayonnaise, chicken, beef, bananas, etc.

3 You are at a friend's house in Paris. He is serving tuna, eggs, peas, potatoes, green beans, cheese, custard, pie, pears, and apples. On the table are bread and butter, salt and pepper, vinegar, oil, and mustard. He also has wine, mineral water, coffee, tea, and fruit juices. Tell your friend which of these foods you usually eat and drink.

3 You are at a friend's house. His/her mom offers you something to eat or drink. Say whether or not you want any and how long ago it has been since you ate or drank.

3 You are at friend's house. He is serving tuna, eggs, peas, potatoes, green beans, cheese, custard, pie, pears, and apples. On the table are bread and butter, salt and pepper, vinegar, oil, and mustard. Say what you like and don't like.

3 You are explaining American mealtimes to your exchange friend. Compare customs .

3 You are in a fine restaurant and you don't like the food. You talk to the manager.

3 You are in the kitchen making a sandwich. Describe how you wash your hands and the lettuce, cut the bread, but not yourself.

3 You are shopping with a friend. Talk about how much of these items you are going to buy: peas, flour, soft drinks or soda, toothpaste, mustard, ice cream.

Possessions

4 You and a friend are going over a last-minute checkoff list prior to leaving on vacation. Think of things like your tickets, your travelers' checks, your camera, your sunglasses, your umbrella. Say whether or not you have the item. Use pronouns in your answer.

4 You are an exchange student. You enter the library and find the librarian. Find out what kind and which newspapers and magazines they have.

4 You are an archaeologist. You find the remains of a person with his/her possessions. Think out loud as you hypothesize who this person was according to the possessions: age, sex, activities.

4 You are going through your closet. Think aloud how long ago you bought the various items of clothing.

4 You are going to be gone this summer. Tell your little brother/sister what he can and cannot use: your clothes, records, racket, radio, bike....

4 You are going to the state tournament! Think aloud about how you will pack your overnight bag: shaver, scissors, comb, brush, soap, shampoo, etc.

4 You are in a bookstore anticipating a long bus trip. Ask the clerk if they sell magazines, tour guides, newspapers, maps, adventure books....

4 You are looking at the advertising section of a newspaper choosing the most expensive, the fastest, the best, the cheapest, etc., items. Think out loud about what you choose.

4 You are packing the car for a weekend at a resort. Think aloud about what you have and whether you need to take it: athletic gear, audio equipment, clock, reading material.

4 You are the salesperson. Determine which bathing suit, towel, sunglasses, or hat the customer prefers. Example: Do you prefer this bathing suit or that bathingsuit?

4 You are visiting your friend's house and you are talking about your rooms. Compare your room, your collections, and your clothes with your friend's.

4 You can't find your keys so you empty your pocket or bag. Say what you find: coins, gum, candy, comb, jewelry...keys!

4 You see your friend in the hall at school. Plan a party with him/her; talk about when it will be (time, day); how many chairs, tables you have.

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description

4 Your baby brother is watching you pack your suitcase. You have to explain to him the use of each item: soap, mirror, shaver, comb, scissors, shampoo, toothpaste.

4Your friends are making fun of you because everybody puts their stuff in your locker! You have somebody's tapes, tape recorder, camera, a ball, a tennis racquet, and magazines. Tell whose items they are. Example: It's Emilia's racquet.

4 Your parents are complaining that you want too much for Christmas. Tell them about the items all of your friends are requesting: car, TV, bike, motorcycle, skis, surfboard, watch, camera.

Place

5 A flying saucer lands from Mars; the Martians enter the [classroom, cafeteria, backyard]; they don't know what things are. Explain your environment.

5 At a slumber party, you and your friends are discussing your ideas about the whole world, your school, city, country.

5 Explain to a little person what things in the [classroom, sky, store, kitchen] are.

5 Explain to your host family the plan of your house (draw a plan). Use far, near, between, in the middle of, to the left or right.

5 Go to an old peoples' home and talk to them. Find out names, health, origin, what they want to do.

5 Talk to a foreign student about our weather at various times of the year; mention the month or the season.

5 Today is Sunday: your exchange student wants to go shopping downtown. Explain to him which stores are open on Sunday and which are not.

5 Two strangers meet in an office. While waiting, they discuss: the weather, the office: color, books, music; why they are there; having to wait.

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description

SITUATIONS TWO

5 Two people meet on the subway or train in [Paris, Madrid, Berlin, Beijing, London, Tokyo, Athens]. They are both new residents; they talk about: language, speaking it, understanding it; writing home to family; things they see; living away from home; traveling.

5 You are a manager with a vacant apartment. Plan to talk to a prospective renter and answer questions: number of rooms; number of bathrooms and size; furnished?; what furniture; if it has a garage; for how many cars; if it is air conditioned; if it has a big kitchen with a table and chairs; what appliances, etc., the kitchen has; how well the appliances work; monthly rent; if there is a deposit.

5 You are accompanying your exchange mother shopping. She needs to buy meat, bread, flour, fruits, pastries, and aspirin. Tell which stores you will visit and what you will buy at each.

5 You are an engineer interviewing for a South American job. Tell your prospective employer with which countries and capital cities you are or are not acquainted. Use a map.

5 You are at the mall talking about people and stores you like and don't like. Use this model: There's a girl we...there's a store we...

5 You are looking for an apartment and you need to know the following to be able to make a decision. Talk to the resident manager; find out: number of rooms; number of bathrooms and size; if it's furnished; what furniture it has; if it has a garage; for how many cars; if it is air conditioned; if it has a big kitchen with a table and chairs; what appliances, etc., the kitchen has; how well the appliances work; how much it is monthly; if there is a deposit.

5 You are showing your host family your town on a map (which you draw). Describe the location of your house in relation to other places in town: the school, the drugstore, your friends' houses, downtown.

5 You are talking about conserving energy in your science class. Tell which appliances are on and which are off in your house now.

5 You are the local weatherman. Tell what the weather was like across the nation yesterday.

5 You are writing home. Compose a letter telling your family where you go each day of the week. Include the market, movies, department store, library, restaurant, beach, store, parties.

5 You have an assignment to write a poem. Get yourself in the mood by imagining you are in the countryside. Describe what you see around you.

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description

SITUATIONS TWO

5 You have hidden Easter eggs. Where did you put them? Think out loud.

5 You have just moved away from home and are showing your new neighborhood and apartment to a friend. Point out what is new, beautiful, and old. Mention at least five things and use each adjective at least once.

5 You just crossed the border driving with your family on a vacation in Tijuana. What signs do you see?

5 You took an exchange student to a football game. Tell about the various places you went, when you arrived, how long you stayed, and when you departed. Use 'we'.

5 You went horseback riding for the first time. Tell about getting on the horse, where you went, and what you saw.

5 Your exchange student wants to meet your father at his office downtown. Tell him/her how to get to the office building, up the elevator/stairs to your father's floor and office.

5 Your house was robbed. You have to tell the insurance company everything that was in it.

5 Your mom phones to find out what your room looks like. She asks you to describe where things are. It was a real mess this morning!

5 Your penpal is visiting you again. Plan his/her itinerary; ask if s/he has already visited certain places on prior trips. Mention tourist sites in your town.

5 Your host family is planning a party. They send you shopping to buy fruit, bread, butter, and meat. Think aloud about which store you have to go to for each.

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description

Description of self or others

6 At a party at your best friend's house, you are comparing boys and girls, making general statements about them....what they think about, prefer, believe....

6 At a school dance, you and a friend in another grade are discussing who ranks first, second, etc., in your classes.

6 At the mall, you and your friends guess the professions of people walking by: dentists, secretaries, doctors, pharmacists, athletes, teachers, photographers.

6 Describe yourself and people in your class. Be sure to use these adjectives: active, punctual, happy, lazy, superstitious, cute, serious, musical, athletic.

6 Discuss the attitudes you should or shouldn't have when you are traveling. Use words like tolerant, snobbish, patient, optimistic, responsible.

6 Explain to your math teacher why you did not do the homework, why you did poorly on the test, why you are not working in class – because you did not feel well, you had the flu and/or you were tired.

6 Someone just moved in next door. Find out about him/her.

6 Look at yourself in the mirror and tell yourself about your good points.

6 In your driver's training class, you are discussing what one should and should not do to be a good driver: obey the police, take risks, be afraid, drive on the left, drive fast, be careful.

6 Looking through the yearbook, tell what each of your friends does well.

6 On a dreary Monday morning, you're the first one in class. Think aloud about how each arriving person feels this morning. Do their faces reflect worry, illness, anger happiness, nervousness, boredom?

6 Right after watching your favorite soap, you and your friends imagine the ideal husband/wife. Discuss what a person must be like and what qualities he must have. "I want him/her to be....

6 Say what you want to be, but can't, and why. For instance, I want to be an artist, but I can't, because...

6 Talk about professions and what one must be able to do or must have to succeed at these jobs. Example: to be an engineer, you have to be good at math.

6 Talk to a child about how people are in her family; things in her room; things she likes, her birthdate.

6 While you and your friends wait for your ride, discuss what happens if you arrive home at three o'clock.

6 You are going for a job interview: what is and isn't important to do?

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description

SITUATIONS TWO

6 You and a friend are at a coffee shop. Describe a person who always does things with style. Tell how s/he walks, dresses, speaks.

6 You are in your psychology class. Discuss what angers people.

6 You and a friend are discussing how you feel and what you need and want to do in your class that meets just before lunch: hungry, hot, cold, sleepy, thirsty, lucky.

6 You and a friend are looking at your baby pictures in the family photo album. Tell how you looked then compared to how you look now. Make the same comparisons as to how others in your family looked.

6 You and your classmates are gossiping about the teacher. Find out if the others know what you don't know: where she/he lives, children, how old, etc. Example: Do you know where she/he lives?

6 You are a reporter for your school newspaper. Your assignment is to interview former students of your school. Determine what their jobs are.

6 You are archaeologists. You find the remains of a person and ponder what this person was like: interesting, artistic, ambitious, sociable, independent?

6 You are at the breakfast table. Your mom does not understand your various moods. Explain the when/why you feel jealous, ashamed, afraid, lucky...

6 You are at the counselor's. Tell why you are feeling sad, busy, worried, bored, upset, angry, irritated.

6 You are at the mall talking about the people and the stores you see there. Use this model: There's a boy who...there's a store which is/has...

6 You are at your locker before school talking about people who pass by. For the next three people, ask your friend if s/he knows them, what s/he knows about them, and when or how s/he learned this.

6 You are considering candidates for the National Honor Society. Say who is calmer, studies harder, works more conscientiously, drives more carefully, slowly, dresses more elegantly.

6 You are going to spend your junior year in another country. Your class is discussing what is necessary, good, better, essential, normal to do when one is in another country.

6 You are having problems in a class with your grade and behavior. Talk to your counselor.

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description

SITUATIONS TWO

6 You are in a nice restaurant. The owner comes to the table and greets you. Introduce him to your family; ask about his health; his nationality and things of interest in the restaurant.

6 You are in Hollywood walking down Rodeo Road. Ask your friend whether he sees certain stars and which he recognizes or knows.

6 You are in your psychology class discussing ways to maintain a friendship. Relate what good friends do for each other, whether they criticize each other, help each other with homework.

6 You are sitting on a park bench in the plaza describing people you see – joggers, a young couple, a group of little children. Guess at each person's origin: Hispanic, African, Asian, North/South American, etc.

6 You are writing captions for the yearbook: say what each person is likely to do or say: things that are easy, phony, absurd, bad, useless....

6 You are writing yearbook captions for each graduating senior: tell who are the clowns, loafers, know-it-alls, copycats, snobs, gossips, etc.

6 You have been on a bike ride, and are taking a break. You begin talking about your family. Tell him/her about your mom, dad, brothers, sisters, cousins. Are they boring, nice, silly, fun, lazy, athletic, generous, patient, rich, poor?

6 You just arrived at what looks like a great party. Guess from people's expressions how they are feeling: having fun? bored? sad? tired? angry? impatient?

6 You take your exchange student to a party with you. Explain why some people are smiling, laughing, telling jokes, arguing, looking around.

6 You want to succeed in a class. What don't you want to do? For example: get bored, impatient, angry, nervous.

6 You went to a party and arrived home an hour after curfew. Say how your parents are reacting. Are they angry, worried, impatient, nervous, upset?

6 Your brother/sister just broke your CD player. How do you feel? Express how you feel: sad, angry, afraid, shocked.

6 Your class is deciding who will be the happiest, calmest, most rational, craziest, most nervous, etc., person at your ten-year reunion.

6 Your rich aunt is coming to visit for your birthday. Tell her how great you are so that she will give you a present . Use words like attentive, obedient, clean, polite.

1 leisure activities 2. daily activities 3. food 4. possessions 5. place 6. description